DOCUMENT RESUME

ED 127 463 CE 007 657

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TITLE Methods And Materials for Teachers of Integrated Business Programs.
PUB DATE Jun 76
NOTE 86p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; *Business Education; Distributive Education; Educational History; Integrated Curriculum; Post Secondary Education; *Resource Materials; Senior High Schools; *Teaching Methods; *Time Blocks; Vocational Education
IDENTIFIERS Florida

ABSTRACT

Prepared by graduate students for teachers of integrated business programs, this report outlines the history of vocational education, reviews the development of block-time programs in the United States, describes already prepared materials for use in block-time programs, and contains an annotated bibliography on teaching methods for integrated subjects. The report is divided into three sections: Section I, a brief history of vocational education in the United States with emphasis on program development in the state of Florida, covers early federal legislation, recent federal legislation, vocational business education, block-time programs, intensive office laboratory, simulated office education, vocational office education in Florida, and cooperative education. A brief history of vocational non-business cooperative programs in Florida, and the history of block-time business education programs in Alachua County, Florida, are also included. Section II lists a representative sample of the best-known or widely used materials for integrated projects and simulations. Section III contains an annotated bibliography of 100 selected articles (published 1970-76) which describe methods successfully used by teachers of integrated subjects. (HD)

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METHODS AND MATERIALS FOR TEACHERS OF INTEGRATED BUSINESS PROGRAMS

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June 1976

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PREFACE

The information contained in this report was researched and organized by six Business Education students at the University of Florida, Spring Quarter 1976. Their knowledge of the need for information in this area prompted the search. Their combined effort constitutes this report.

Most of the levels of interest in problems related to the teaching or administration of integrated business programs were represented in this class. These interests include: the senior college level--the instructor's input was from the teacher trainer's viewpoint on the senior college level; the junior college--one of the students was an instructor in a community college; the high school level--two of the students were high school teachers, one in a senior high school and one in a prison setting; the business level--two of the students held positions on the supervisory level; and the student level--one member of the class was a full-time student.

So that others might also use the information which has been collected, it is presented here in three sections:

Section I. -- History

Section II. -- Materials

Section III. -- Methods

INTRODUCTION

Integrated programs provide for realistic work experience and job training in the classroom. This is accomplished by combining office skills with the basic business skills. This kind of training prepares the student to perform in a variety of business-related occupations. These integrated programs also enable students to see work relationships--human relations, work habits, and work organization.

To effectively prepare to give the student this kind of training, a program of learning must be designed to include activities and undertakings that lead a student to better economic understanding.

Simulation is one technique used. This is an attempt to model in the classroom a portion of the real work environment. This tool has proven to be an effective way to pull together multiple learning experiences for the student. In the simulated setting, the teacher must determine the extent of each student's previous business training. Then sufficient background material and learning must be provided to prepare the student to take part effectively in the program.

It is wise to be sure the students are familiar with the real world of work before they enter the simulated situation. Some teachers accomplish this by having the students spend one day a week in industry--or by talking

with secretaries.

For the simulated setting, performance objectives must be identified in advance. This is to assure that all of the appropriate elements and relationships can be blended together to accomplish the goals for a particular office situation.

Constant evaluation must be undertaken by the teacher, as well as by the students, to insure that the objectives of the program as stated are achieved. A successful program is measured by its student employability quotient--classroom activities must meet employment needs and standards.

There are many techniques for successful integrated programs which have been used across the nation. Much has been written in this area and considerable materials are available. It is the purpose of this report to collect in one place, some of these ideas, materials, and methods.

To make the information more accessible, this report is divided into three sections. Section I includes a history of vocational education in the United States which gives an overall background for the development of block-time programs in the United States. Also included in this Section is a brief description of block-time programs in Alachua County, Florida, which illustrates how one county added block-time programs to the curriculum.

The purpose of Section II is to indicate some of the already prepared materials which are available. This

includes Practice Sets, Simulated Office Sets, Films, Filmstrips, and other materials. Addresses of sources are given.

In Section III, attention is centered on methods of teaching block-time programs. Particular emphasis was placed on methods used by teachers and/or administrators who were in the process of setting up block-time programs. This section includes an Annotated Bibliography of selected articles and publications for the years 1970-1976.

As stated above Section I, which follows, gives a history of block-time programs.

SECTION I. HISTORY

This Section of the report traces the development of block-time programs. The information is divided into three areas.

First is a brief history of vocational education in the United States with emphasis on program development in the State of Florida. This area includes the topics: Early Federal Legislation; Recent Federal Legislation; Vocational Business Education; Block-Time Programs; Intensive Office Laboratory; Simulated Office Education; Vocational Office Education in Florida; Cooperative Education--with sub-headings, Distributive Education, Cooperative Distributive Education, Diversified Cooperative Training, Work Experience, and Clubs or Organizations.

Second is a brief history of Non-Business Cooperative Programs in Florida.

Third is a brief history of Block-Time Business Education Programs in Alachua County, Florida. As far as can be determined, this is the first written record of these programs in Alachua County. This area includes: Cooperative Business Education; Cooperative Distributive Education; Diversified Cooperative Training; and Vocational Office Education.

1. BRIEF HISTORY OF VOCATIONAL EDUCATION IN THE UNITED STATES WITH EMPHASIS ON THE STATE OF FLORIDA

The early settlers practiced vocations. Vocational education took place in the family home with father teaching son and mother teaching daughter.

With the growth of the nation and the need for craftsmen developing throughout the colonies, apprenticeship was fundamental to the educational system in colonial America. Through apprenticeship, a young person could obtain trade and occupational instruction as well as the secrets of the trade. It was during this period of time that more emphasis was being placed upon public education.

Apprenticeships were adequate until the late nineteenth century when the growth of population and increased mechanization forced the need for occupational instruction in the schools.

Early Federal Legislation

The rapidly growing industrial society produced a need for more trained manpower and a need for instruction in agriculture, business, and homemaking. In 1862, Abraham Lincoln signed the Morrill Act (Land Grant College Act) which provided land for the establishment of agriculture and mechanical colleges in each of the states. It was hoped that these colleges would provide help to farmers and

mechanics to a degree that none of the private academies had been able to achieve.

As a consequence of increasing concern of men in industry for industrial education and training, Congress in 1914 created a nine-man Commission of National Aid to Vocational Education. The Commission included representatives from the Congress, industry, education, and labor. They considered the necessity of national aid to vocational education in order to prepare workers for those occupations which employed the greatest number of workers.

The Smith-Lever Act was passed in 1914. This Act established the Cooperative Extension Program for adult training in the area of home economics and agriculture.

Vocational education at the secondary school level received tremendous impetus in 1917 with the passage of the Smith-Hughes Act. The Act made available to the State Federal funds for vocational education below the college level in agriculture, trade and industrial education, and home economics--as well as teacher-training programs in these fields.

The Smith-Hughes Act provided for a Federal Board of Vocational Education and a State board of not less than three members for each State. Each State board had to prepare a planned program and present an annual report.

The George-Reed Act of 1929 authorized additional

funds to expand the agriculture and home economics programs. When it expired in 1934, the George-Ellzey Act was passed providing additional funds for the agriculture, home economics, and trade and industrial education programs.

In 1936, the George-Deen Act was passed providing funds for already established programs and, for the first time, included distributive education. An amendment to the George-Deen Act, called the George-Barden Act, was passed in 1946. It provided additional funds for the same four fields (agriculture, home economics, trade and industrial, and distributive education). In addition, it limited support in distributive education for part-time and evening courses for employed workers. It also provided more flexibility in the use of funds. In 1956, amendments to this Act added funds for practical nursing and fishing trades.

Recent Federal Legislation

In 1958, Congress passed the National Defense Education Act which was an amendment to the George-Barden Act. The Act authorized support of programs limited to the training of highly skilled technicians in occupations termed vital to the defense of the nation.

The Area Redevelopment Act of 1961 was designed to meet the needs for vocational training for underemployed and the unemployed in economically depressed areas. The Manpower

Development and Training Act of 1962 provided vocational training programs--as well as subsistence pay for the unemployed and for those whose skills needed upgrading in order to meet shifting employment needs.

In 1963, Congress enacted legislation designed to:

(1) Extend present programs and develop new programs of vocational education.

(2) Encourage research and experimentation.

(3) Provide work-study programs to enable youth to continue vocational education.

This was the Vocational Education Act of 1963.[1]

For the first time, aid for high school business education was legislated. The definition of vocational education was amended to include business and office occupations.

Federal funds were to be matched by State and local money and were administered locally in conformity to the approved State Plan.

In 1964, the Economic Opportunity Act was passed. This Act was a grant program similar to the Manpower Development and Training Act and provided money for areas of specialization.

The Vocational Education Amendments of 1968 made a complete break with the past by consolidating all previous

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[1]Roy W. Roberts, "Federal Laws for Vocational Education," Vocational and Practical Arts Education, 1975, pp. 15-20.

legislation and provided funding on a permanent basis. Its purpose was to maintain, extend and improve existing programs, develop new programs as needed, provide part-time employment for youths who need earnings from such employment to continue their education on a full-time basis and train those who discontinued their formal education before they were adequately prepared for a vocation or who required retraining because of technological changes.[1] Now all ages are covered by the act.

The Comprehensive Employment and Training Act was passed in 1973. This act provided manpower reform by Congress and the administration. It incorporated the essential principles of special revenue sharing.

The three objectives of the CETA program are: (1) CETA provides for decentralized decision-making at the government level which is closest to the citizen, (2) CETA integrates separate categorical grant activities operating within a designated market area into a unified manpower services delivery system, and (3) CETA improves the ability of local manpower program operators to match services to client needs.

Whatever the program is, vocational education should provide training or retraining for gainful employment.

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[1]Estelle L. Popham, Adele F. Schrag, Wanda Blockhus "Emerging Patterns of Business Education," A Teaching-Learning System for Business Education, 1975, p. 13.

Vocational Business Education

Although a few business-type courses had been offered in colonial times, the private business school wasn't a well established part of the U.S. school system until 1850.

The business school really came into its own with the development of the typewriter in the 1870's. Moreover, while shorthand had been around for over 2000 years, the widespread use became feasible with the development of the typewriter. By World War I, the high school commerical curriculum was well established. Shorthand, typewriting, and bookkeeping formed the core of the courses.[1] The traditional business education curricula in high school consisted of two programs or sequences: the bookkeeping program, with related subjects such as business arithmetic and business law; and the stenography program, which included typewriting.

The first single course in office procedures appeared in 1898 in Philadelphia.[2] However, the first national recognition of an office procedures-type course came through a 1919 National Education Association's recommendation that secretarial practice (integrating shorthand transcription

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[1]Lee C. Deighton, editor, "Business Education," The Encyclopedia of Education, Volume 1, 1971, p. 507.

[2]The Historical Development of Office Education, Business Education: Yesterday, Today and Tomorrow, National Business Education Yearbook, No. 14, 1976, p. 76.

and typewriting) should be offered in the twelfth grade. There would also be a finishing course available for stenographers. No clerical sequence existed at that time.

Frederick Nichols was instrumental in developing courses in office practice designed to give a more general preparation to business students. In addition, credit goes to him for developing a course in elementary business training. The course grew rapidly, losing its junior occupational objective and becoming a general business orientation course.

In the 1930's, there was an increased interest in distributive education because there were more high school graduates who went into distribution or merchandising than all other clerical work combined. The George-Deen Act of 1936 provided Federal funds for distributive education, and in the 1940's the merchandising and sales sequence developed as a distinctive program in the business education curriculum.

In the early 1940's, the term "integrated" was replaced by "office Practice" and actual office practices were added to the integrated courses in shorthand, typewriting, English, bookkeeping, and office machines. Personality traits were also considered.

Three types of office practice courses emerged: secretarial office practice, clerical office practice, and advanced office practice (the second year of clerical office

practice).

Clerical office practice was to be a laboratory course which coordinated the students' knowledge, skills, and personal traits--as well as train students to be responsible, loyal, cooperative, dependable, and industrious.

In the early fifties, there was a slight trend to re-emphasize office practice. Instruction was to include a study of office functions and procedures as well as other instruction.

In the sixties, the role of office practice instruction was to help prepare the student to meet the general and preparatory qualifications for office jobs. There were three kinds of office practice courses: secretarial practice, office practice, and clerical practice. The main difference between the programs was that secretarial office practice included shorthand while clerical office practice did not.

With the passage of the Vocational Education Act of 1963, there was a renewed interest in training for office occupations (for obvious reasons). Business educators needed to identify entry jobs that were available and integrate their programs to prepare students for same.

Presently, the office practice instruction is called Vocational Office Education. This program can be a clerical or secretarial block, but in either case, is an integrated

program consisting of a variety of subjects. Certainly the cooperative business programs would be called a vocational business program.

Business programs need to be realistic and up-to-date to meet the needs of our labor force in a changing technology.

Block-Time Programs

This concept did not begin with the Vocational Education Act of 1963, although it received impetus at that time. In the past, office procedures content had been integrated in typewriting or shorthand instruction, and the class period was two hours--rather than one.

Gradually, some programs became two-or three-period time blocks in the senior year. There students received instruction in advanced skills and the integration of subject matter through simulated office projects.

Eventually, a three-period stenographic block was substituted for advanced typewriting, advanced shorthand, and office practice. A two-period stenographic block substituted for advanced shorthand and office practice. A two-period clerical block substituted for advanced typewriting and office practice.

Intensive Office Laboratory

This program is an outgrowth of the 1963 vocational

education legislation. The laboratory provides the capstones to office education programs beginning in the ninth grade. Separate programs may exist for clerical, secretarial, accounting and data processing, as well as for the disadvantaged and handicapped.

The laboratory materials consist of position simulations developed by teachers based directly on jobs available in immediate employment communities.

Simulated Office Education

Simulated experiences have been portrayed as the counterpart of the cooperative occupational experience. Simulated office education has been in existence as long as cooperative office education--but received increased attention in the 60's--due to funding. Some feel the simulated model office can offer a better variety of experiences than perhaps a job at a local business.

Another advantage is that enrollment in classes is limited. Further, those who need this type of class for its value in the area of human relations are most often those who do not have the requisite skills and knowledges for paid employment.

The lack of instructional materials and teacher reluctance to undertake the preparation necessary for such

a program have prevented its wider adoption.[1]

Vocational Office Education in Florida

Vocational Office Education began in Florida in 1961 with five pilot programs. It was to be a parallel program to Cooperative Business Education. The program was designed for 11th and 12th graders to identify and select students who indicated office occupations as a career objective. The purpose was to guide these students through a planned and meaningful sequence of experiences and to provide training in a block-of-time concept which would result in occupational competence.

There are two programs: a two-hour clerical block and a three-hour secretarial block. Presently Vocational Office Education is still a parallel program to Cooperative Business Education. Ideally, it will be a vertical program in the future.

Cooperative Education

Cooperative Education is a program offered in the junior and senior years of high school. This program provides opportunity for qualified students to select, enter into, and progress in learning a vocation of their choice

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[1]The Historical Development of Office Education, Business Education: Yesterday, Today and Tomorrow, National Business Education Yearbook, No. 14, 1976, pp. 86-90.

through on-the-job training. The training is correlated with in-school instruction in the general and technical aspects of the occupation.

A sound cooperative program has three well-developed dimensions:

(1) In-school related classroom instruction: the student studies resource material applicable to his own training station.

(2) On-the-job training: a station is selected to meet the abilities and background of the individual trainee.

(3) Vocational youth group: complements related classroom instruction and training station instruction to include events of various nature such as business and professional, financial, civic, service, public relations, and social activities.

Traditionally, the cooperative programs had combined areas. Now legislation provides for distinct and separate services for occupational education.

Cooperative programs are administered by a state educational authority under the provisions of that state's plan for vocational education.

There are several unique characteristics of a cooperative program:

(1) A coordinator is forced to treat each student as an individual in job placement.

(2) Because of diversity of available jobs and job requirements, the program is adaptable to a wide range of individual student needs and responsibility.

(3) In secondary and community college programs, work experience comes at a time when many young people feel a need to learn to participate in an adult world.

(4) Job instructional content and method can be personalized to suit the current work experience of the student.

(5) Job and school experiences can reinforce each other and thus motivate a greater degree of learning in all school subjects.

(6) Job experience can provide social and economic knowledge unavailable through simulation or school laboratories.

(7) The job can provide a practical standard against which the student can measure himself and develop a self-image of his working capacity.

(8) The economic benefits of a paid work experience can provide incentive and, sometimes, the financial means for continued learning.[1]

Although the funds were not provided for cooperative office education until 1963, there were many secondary schools which had cooperative programs in the 1920's. At that time the cooperative office program was under the industrial program.

The programs most often had begun in large industrial cities and had larger enrollments than smaller cities. Not all programs in the past gave credit for the work phase of the cooperative program, as they do now. Some of the Cooperative Education programs are:

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[1]Lee C. Deighton, editor, "Business Education," The Encyclopedia of Education, Volume 1, 1971, p. 547.

Business Occupations. The cooperative program in this area is called Cooperative Business Education, or CBE. CBE began in Florida in 1958 for seniors to prepare them for employment in offices. CBE is a working arrangement between the school and businesses of the community whereby high school seniors receive instruction in the classroom directly related to their chosen business occupations as well as their specific office-training stations. The program encompasses all phases of office employment with emphasis placed on the development of social skills as well as academic skills. "CBE is primarily used as a capstone experience which 'tops off' a series of instructional experiences through separate courses."[1]

Diversified Occupations. The cooperative program in this area is called Diversified Cooperative Training, or DCT. Diversified Cooperative Training (the third oldest vocational program in Florida) began in 1933 in Jacksonville, Florida.

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[1]Ralph E. Mason and Peter G. Haines,"The Program in Business and Office Occupations,"Cooperative Occupational Education and Work Experience in the Curriculum, 1972, p. 392.

The purpose was to provide an effective form of job training for students whose education ended with high school graduation. DCT is a program for 11th and 12th graders which provides a comprehensive training schedule in any socially acceptable occupation. Occupations include drafting, insurance clerk, mechanic, bank clerk, and others. The cooperative program is planned to develop a student academically, economically, and socially. It is hoped that students will have the opportunity to become useful citizens with confidence and vocational competencies acquired through experiences and the development of interests, aptitudes, abilities, and attitudes. Related class instruction is required.

Distributive Education. The cooperative program in this area is called Cooperative Distributive Education, or CDE. Distributive Education came into its own after the passage of the George-Deen Act of 1936. However, CDE began in Florida in 1960 to prepare students for careers in marketing, retailing, wholesaling, and service fields. This is a one-or two-year program with a one-hour class per day of related instruction to strengthen the student's employment

competencies. The objectives of the program include understanding the social and economic responsibilities of distribution in a free society as well as the preparation of distributive employees to satisfy the needs of consumers.

Work Experience, or WE. Work Experience is a relatively new program designed for the potential school leaver. This program is preventive, preparatory, and sometimes remedial in nature. It encourages students to stay in school, it gives employability skills and actual work experience. Students for this program must be at least 14 years of age and must be in 8th, 9th, or 10th grades. There is also a one-hour class or related instruction required.

Job Entry, or JE. Job Entry is an additional program in the diversified area. The program is designed for students who have had one year of vocational training or a proficiency test. It provides for early job entry in lieu of the actual school year.

Clubs and Organizations

Future Business Leaders of America, or FBLA. The

first chapter of FBLA was established in Johnson City, Tennessee, on February 3, 1942, sponsored by the National Council for Business Education. The club, now sponsored by the National Business Education Association, organized its first chapter in Florida around 1958.

Future Business Leaders of America provides educational, vocational, and leadership experiences for students. Members learn how to engage in business enterprises, how to hold office and direct affairs, how to compete, etc.

Phi Beta Lambda, or PBL. Phi Beta Lambda is the post-secondary branch of Future Business Leaders of America. PBL and FBLA joined together in 1969 and participate in similar activities which include travel and publications.

Distributive Education Clubs of America, or DECA. Distributive Education Clubs of America began in 1960 in Florida. This club engages in activities such as leadership conferences which include workshop sessions and competitive events.

The Cooperative Education Clubs of Florida, or CECF. Cooperative Education Clubs of Florida began in 1963. Club activities are geared to match the objective and activities of business and industry and the free enterprise system. District meetings and officer training workshops are among

such activities.

Traditionally, several cooperative programs in Florida could belong to CECF. These included: Cooperative Home Economics, Cooperative Distributive Education, Cooperative Health Occupations, Cooperative Business Education, Diversified Cooperative Training and Cooperative Agriculture Education. However, effective May 1, 1976, the Florida State Department of Education will begin enforcing a mandate which stipulates that the cooperative program in a particular discipline must affiliate with the youth organization in that area. For instance, CBE must join FBLA, CDE must join DECA, etc.

National Secretaries Association, or NSA. The National Secretaries Association was organized in 1942 to promote continuing education for all secretaries. The organization sponsors the Certified Professional Secretary exam and Future Secretaries of America.

2. BRIEF HISTORY OF VOCATIONAL NON-BUSINESS COOPERATIVE PROGRAM IN FLORIDA

This is a brief listing of the programs outside of the business area.

Agriculture

The program in Agriculture is called Cooperative Agriculture Education. Although the program began unofficially in 1917, the official program was not instituted until 1961.

Health

The program in Health is called Cooperative Health Occupations. This program began around 1955 and provides clinical, laboratory, and theory integration.

Public Service

This program began with the passage of the Vocational Education Act of 1963 and provides for various types of training including such areas as police work.

Home Economics

The program in the Home Economics area is called Cooperative Home Economics. This cooperative program began on an unofficial basis in 1917, but the official program did not begin until the 1960's.

3. HISTORY OF BLOCK-TIME BUSINESS EDUCATION PROGRAMS IN ALACHUA COUNTY, FLORIDA

As far as can be determined, the following is the first written record of block-time programs in Alachua County, Florida.

Cooperative Business Education

The first Cooperative Business Education, or CBE, class was held in Alachua County, Florida, at Gainesville High School during the school year 1955-56. This first class included only eleventh grade students. These students were not employed during the 1955-56 school year--this was an orientation year (serving the purpose of our present day Vocational Office Education program). During the 1956-57 school year, however, students were employed during the school day with the teacher both teaching and coordinating their activities.

Alachua County now (1976) has CBE classes operating in the following schools: Buchholz High School, Eastside Junior Senior High School, and Gainesville High School.

The basic purpose of CBE in Alachua County, Florida, is to combine formal schooling and occupational experience in the training of students to fill business occupations.

The program is usually open to high school seniors only, but qualified juniors may also apply. Students must be at least 16 years of age. Other general requirements

are: student must have taken two business courses, must have a "C" average, must have the recommendation of a teacher, and must be approved by the coordinator.

CBE's primary objective is to provide on-the-job supervision and coordination in a cluster of business occupations related to the student's career objectives. The student usually works a minimum of 15 hours a week on the job and must satisfactorily complete the assigned school work. School courses include business communications and business organization/management. Students may select other electives.

The program coordinator assists the student in finding a job. The coordinator also makes periodic visits to the student's work station to discuss the student's progress with the employer.

Cooperative Distributive Education

Alachua County's first Cooperative Distributive Education, or CDE, program was offered at Gainesville High School during the school year 1957-58.

CDE programs are presently operating in the following county schools: Buchholz High School, Eastside Junior Senior High School, and Gainesville High School.

These CDE programs combine formal schooling with work experience in the area of marketing, merchandising, and

distribution of goods and services.

Entrance requirements may vary slightly from school to school. The general requirements are: a "C" average or better, a desire to work in school and on the job, satisfactory history of school attendance, coordinator's approval, and teacher recommendation.

Students usually must work at least 15 hours each week on their jobs and must take the following courses in school: Marketing and Merchandising--first year; Marketing and Merchandising--second year; and other electives as needed.

Students interested in the program usually pre-register in the spring and should have a job at the beginning of the school term in September. Coordinators assist students in locating jobs. A cooperative agreement is made with the student, employer, student's parents or guardian, and the coordinator. This agreement is kept in the student's file.

Diversified Cooperative Training

The Diversified Cooperative Training, or DCT, program began in Alachua County at Gainesville High School during the 1942-43 school year. DCT club albums, from 1942 to the present, are available in B-10 at Gainesville High School--anyone interested in tracing the programs of DCT may use these albums.

The DCT program enables students to earn credits (and

money) by attending school half-day and working half-day.

Students must be 16 years of age. They must be either a junior or senior with a good attendance record and satisfactory grades. A sincere desire to learn and work is also essential.

DCT is not "just a job"--it is a training program to help students prepare for the future, whether it be full-time work or continued schooling. DCT is a credit course, with credits earned for work and for classroom instruction. Class instruction includes a "general hour"--covering topics such as insurance, credit, and income tax--and a "specific hour"--covering work-related instruction. DCT offers activities such as district meetings, state conventions, parties, and employer-employee get-togethers. The program offers the chance to be part of a team, working with others who have similar goals.

Schools in Alachua Country which offer DCT are Buchholz High School, Eastside Junior Senior High School, Gainesville High School, Hawthorne High School, and Newberry Junior-Senior High School. Santa Fe High School is scheduled to begin a DCT program during the 1976-77 school year.

Vocational Office Education

Vocational Office Education, or VOE, was initiated in Florida in 1961. Gainesville High School was the first

school in Alachua County to begin a VOE program.

VOE's main objectives are: to identify and select students who have as their career objective employment in an office, to guide these students through a planned and meaningful sequence of experiences leading to their career objective, and to develop the occupational competencies of students through concentrated training in a block of time.

VOE is characterized by blocks of time, prescribed units of instruction, individualized learning activities, and office simulation. The block-time framework permits the students to work in a variety of stations performing tasks required of office workers in a cluster of jobs.

Students entering VOE are usually juniors or seniors. There are two types of VOE classes--a two-hour clerical block and a three-hour secretarial block. The secretarial block contains shorthand, which the clerical block does not. The VOE students are not co-op, as they do not work during the school day.

VOE programs are in operation in the following Alachua County schools: Eastside Junior Senior High School, Gainesville High School, Hawthorne High School, Newberry Junior-Senior High School, and Santa Fe High School.

This is the end of Section I of this report. Section II, which follows, covers materials available to teachers and administrators of integrated business programs.

SECTION II. MATERIALS

The following pages list some of the materials available to administrators and teachers of integrated programs. To list everything in existence in this area would be an overwhelming and costly task. Thus, the information included here has been limited to a carefully selected representative sample of the best-known or most widely used materials.

This section is broken into four areas. The first area gives integrated projects and simulations; the second area lists names and address of sources; the third list gives miscellaneous sources of materials--such as companies, organizations, and publishers; the fourth list names publications through which information and materials might be obtained.

The first list, Integrated Projects and Simulations, follows.

1. INTEGRATED PROJECTS AND SIMULATIONS

The following information on materials available covers Accounting, Filing, General Business, Model Office Programs, Office Machines, Recordkeeping, and Secretarial materials.

Accounting

Allen Electronic Service

Gregg

This practice set is for use after Chapter 8 of Accounting 10/12, Part 1, second edition. It concerns the accounting for a repair shop. The student uses a general journal, ledger, petty cash book, check book, and a payroll register.

Camper's Cove — South-Western

This practice set is for use after Chapter 29 of Century 21 Accounting. It concerns the accounting for a retail camping gear store. The student uses special journals and subsidiary ledgers for the transactions for two months.

Central Auto Supplies — South-Western

This practice set is for use after Chapter 21 of Advanced Century 21 Accounting. It concerns the accounting of a corporation dealing in auto parts and uses the voucher system.

Environmental Control Business Simulation — South-Western

This practice set is for use after Chapter 33 of Century 21 Accounting. It concerns the accounting for a retail and wholesale corporation and its transactions for two months.

Home Heating Company — Gregg

This practice set is for use after Chapter 5, Part II, Accounting 10/12, second edition. It concerns the accounting for a company that sells fuel oil. The student uses special journals, subsidiary ledgers, and an eight column worksheet.

The Kenneth Dale Farm Business — South-Western

This practice set gives experience in doing accounting for a farm using the standard forms recommended by the Department of Agriculture.

Norris Link Family — South-Western

This practice set can be used after Chapter 17 of Century 21 Accounting or with any other accounting or recordkeeping

text. The records are kept for a family for two months.

Pegboard Payroll System — South-Western

This practice set uses the pegboard system in keeping records for the Highlands Greenhouse. The student learns to use the growing accounting system.

Professions Accounting — South-Western

This practice set is for the student to learn how to handle the accounting and records in a variety of professional offices.

Sea King Manufacturing Company — South-Western

This practice set is for use after Chapter 26 of Advanced Century 21 Accounting. It concerns the accounting for a small manufacturing company that uses the job-order system.

Stereotronics Business Simulation — South-Western

This practice set is for use after Chapter 14 or 17 of Century 21 Accounting. It concerns the accounting for a small wholesale business. The student uses a combination journal, general ledger, and subsidiary ledgers to complete the work for a one-month period.

Wade and Nash — South-Western

This practice set is for use after Chapter 12 of Advanced Century 21 Accounting. The students work for a partnership and keep the records for two months.

Filing

Alphabetic Filing Procedures — South-Western

This filing set is a good complete filing practice set which includes a copy of the rules of indexing. The student files alphabetically with correspondence and cards.

Progressive Filing — Gregg

This practice set is designed to cover 20 hours and can be spread over a whole semester. In this detailed practice set, the student learns to file numerically, geographically, by subject, and alphabetically.

Quick Filing Practice — Gregg

This filing practice set takes 15 hours and teaches alphabetic card and correspondence filing. The kit contains letters, file, and the filing rules.

General Business

Beat the Market — South-Western

This is a set of five games simulating economic price determinations. The games can be used independently and as many as 42 students can play at one time. The games are: Limited Market, Limited Competitive Market, Competition, Exchange Market, Competition or Subsidy, and Competition or Control.

Life Career — Western

This is a detailed simulation involving personal career decisions that students will have to make. The players are rewarded for advantageous decisions. The score is based on what they decide for their budget, education, job, family, and leisure time.

Paying Your Way — Gregg

This is a game using real life situations to teach students how to manage their money. The game can be played by eight students.

Simulation Series for Business and Industry — SRA

This set of simulations develops one of the following skills: management techniques, decision making, supervisory skills, interviewing, equipment, evaluation, purchasing procedures,

collective bargaining and inventory. Each simulation can be purchased separately.

Steady Job Game — Mafex

This game is designed for junior and senior high students. It tries to develop the idea that it is good to have steady work habits. The winner of the game gets a steady job.

Stock Market Game — Mafex

This is a simulation of the stock market for the students to learn how the securities market works. The students get involved by investing in stocks and bonds. The game includes a 24-page investor's guide.

Model Office Programs

A La Carte Enterprises — Gregg

This advanced model office is designed to integrate the secretarial skills the students have learned before being employed by A La Carte. As employees they learn how to interact with each other, and they get familiar with the normal work flow of an office. The office will handle 6-15 students and a knowledge of shorthand would be helpful. This is considered an advanced simulation for capable students.

Houston House — Gregg

This is a recordkeeping program designed to last the entire year for 11-30 students. The students are first trained for their jobs, then they work in the model office. The company is a wholesale merchandising business with a retail store, a service company, and a Business and Banking Service, which acts as the outside world. The jobs in the company are: Accounts Payable Clerk, Accounts Receivable Clerk, Cash Payments Clerk, Cash Receipts Clerk, Payroll Clerk, Sales Order Clerk, Inventory Clerk, and Purchase Order Clerk. The prerequisites for the program are adding, subtracting skills, and a sixth-grade reading level.

Lester Hill Office Simulation — Gregg

This simulation allows the student to apply clerical skills in various jobs of this realistic model office. As the student rotates from position to position, he/she becomes familiar with the interaction of employees and the proper business behavior and habits. The teacher acts as office manager, and the number of jobs depends on the number of students participating. Here are some of the important jobs: Accounting Manager, Order Clerk, Stock Clerk, Traffic Clerk, Billing Clerk, Accounting Clerk, Sales Manager, Cashier, Secretary, Receptionist, and General Manager.

The Office Job Training Program — Gregg

This program contains fifteen entry-level training modules. They are designed to be used individually and in any sequence. Each module starts from the very easy and works up to the more difficult tasks. A student in a class using this program would complete as many as possible in the time allowed. This leaves much flexibility for all levels of students. The jobs in the program include: Accounts Payable Clerk, Accounts Receivable Clerk, Billing Clerk, Typist, Credit Clerk, File Clerk, Mail Clerk, Office Cashier, Order Clerk, Payroll Clerk, Personnel Clerk, Purchasing Clerk, Stock Control Clerk, Traffic Clerk, Typist.

The Office: Reality Training Through Simulation — 3M

This simulation deals with the American Paper Exporters Association. The company can help 20 students become familiar with the proper attitudes of employees by the necessity of interaction. This simulation works as a transition from the classroom to the office. The simulation contains masters with which to duplicate the necessary materials to operate the company.

Serendipity — South-Western

This is a cosmetic company used as a multi-station model office. There are,at most,ten positions in the simulation. If not acting as an employee, the students are working as customers. The set can accommodate from 6-27 students. Each student will spend from 30-50 hours in the simulation. The jobs in this simulation are: receptionist, sales manager, sales clerk, office manager, accountant, accounting clerk,

shipping clerk, secretary, and simulator.

Star Confectioner's — Western

This is a model office set up for a candy company. This simulation is very flexible because it can set up branch offices; therefore, it can accommodate from 5-32 students. Along with applying their clerical skills, the students gain the experience of working with others and depending on their co-workers.

Trans-American Supply Company — AIC

This one semester simulation is based on actual jobs from Office Supply Companies. The program can accommodate 5-25 students. There are four departments: General Office with an Assistant Supervisor, Receptionist and Mail Clerk; Customer Relations with a Supervisor, Administrative Assistant, Correspondence Secretary; Inventory Control with a Supervisor and two Clerks; Sales Department with various representatives and secretaries for the different regions.

Office Machines

Business Machines Practice Set — Gregg

Through this practice set the student learns the systematic flow of papers through the various departments in a business. The procedures are clearly demonstrated for the student so this set can be used individually. It gives the student good practice in using various office machines.

Business Math on the Job — Gregg

When using this practice set the student will be a part-time employee for a small retail store. The student will work with many standard business forms which involve some computation to complete.

Machines Office Practice — South-Western

This practice set can be used after the student is a little familiar with business forms and includes a unit on payroll.

Recordkeeping

Business Practice Set — South-Western

The student is employed for a month for a retail office supply store. This set can be used with or without a text. The student uses a journal, ledger, and a checkbook. It is a good introduction to Accounting or could be used in a General Business class.

Business Recordkeeping Practice Set — Gregg

This set will supplement classroom instruction of any record-keeping text. It includes a full month of transactions including petty cash, payroll, and inventory.

Family Financial Management — South-Western

This set gives the student a chance to keep personal records for a family for three months. The student writes all the checks and keeps the records orderly in a file.

Introductory Business Practice — Gregg

This practice set helps students develop clerical skills and become familiar with business terms. This can be used in a General Business class or a Clerical Recordkeeping class. The students work with checks, and business forms. Little background is needed.

Payroll Accounting — Gregg

This practice set includes instruction in payroll and then various applications are assigned. The student figures deductions and earnings and then completes the various government forms.

Personal Recordkeeping Practice Set — Gregg

This practice set is designed to instruct students in methods of keeping personal records. The various forms are the checkbook, a budget, bank reconcilation, personal records, charge accounts, bills, and a vacation itinerary.

Service Station Recordkeeping — Gregg

This practice set deals with the important forms used in most service stations. The daily transactions are kept in a checkbook, expense record, sales record. and a payroll register.

Tele-Pad Repair Company — South-Western

This practice set is to accompany Practical Recordkeeping or Clerical Recordkeeping. This set involves keeping records for a small repair shop. The students deal with realistic forms and complete the records for the month. This can also be used with lower-level students.

Secretarial

AMRS Medical Transcription — Western

This transcription practice was designed by the American Medical Records Association. This is a semester course that covers history, physical, radiology reports, operative notes, pathology reports, discharge summaries, and autopsies.

Applied Office Typing — Gregg

This practice set allows the student to complete realistic forms, letters, and memos as if in a real office. The jobs get more and more difficult as the student progresses. The set will last from 6-9 weeks.

Clerical Office Typing — South-Western

This textbook also includes four different laps of simulated typing. The fourth lap is a complete office simulated job. The text is specially designed for slow learners and will last an entire year.

Great Outdoors, Inc. — South-Western

This simulation contains 68 jobs through these departments: purchasing, sales, public relations, engineering, personnel, legal, and executive. The set includes a pre-test and a post-test.

The Legal Secretary — Western

This practice set is designed to give the student practice in working with various legal forms and typing styles. The student is also exposed to a great deal of legal terminology.

Lenox, Incorporated — Lenox

This is a secretarial practice set that is put out by Lenox to interested teachers. The student is employed temporarily to help out in the office doing rough draft typing, manuscripts, tabulation, and letters. The set will only take from six to eight weeks.

Machine Transcription — Western

This practice set is in two parts, the first is transcription in an education office using their standard forms. The second part is in the office of an insurance company.

Medical Insurance Billing Course — Career

This text was designed to train students for insurance work in a medical office. There is also a workbook where the student performs simulated tasks to test knowledge of insurance. The forms used are up-to-date and include: Medicare, Blue Cross, Blue Shield, Workmen's Compensation, and Dental Service.

Medical Office Management — Career

The textbook in this series is set up to be used as a simulated office practice. The student learns and uses proper telephone etiquette, appointments, insurance claims, bookkeeping, and patient files.

The Medical Secretary as a Work Technician — Western

This practice set stresses the important terminology that a medical secretary should know in addition to the skill of being able to make decisions and set priorities.

The Secretary — South-Western

This is a 30-hour simulation where the student works in the Executive Offices of America. This gives the student the opportunity to use skills in typing, adding machines, transcription machines, duplication equipment. Optional shorthand dictation is available.

The Secretary on the Job — Gregg

This simulation gives the student practice in the following areas: dictation, transcription, incoming mail, role-playing telephone techniques, filing, expense records, and payroll. The forms are up-to-date, and the student is given a chance to make decisions.

The Snow Country Practice Set — South-Western

This practice set contains twenty jobs including letters, tabulations, itineraries, labels, voucher checks, expense forms, and invoices, while working in three different departments of this manufacturing company.

Teletrainer for Business Studies — Southern Bell

This can be borrowed from the phone company along with a teacher's guide and student booklets. They contain role-playing situations to practice telephone techniques.

Typewriting Office Practice Set — South-Western

The student works for the Top Music Company as a secretary. There is a total of 40 jobs for the student to complete, including: application, legal forms, agendas, invoices, journal article, tabulations, musicians' contract, letters, and memos. The student will be able to work on this practice set for six weeks with one hour a day spent on it.

Work Processing — Western

This is a transcription practice set, called "U.S. Business Speaks." It contains the dictation of 150 letters from some of the leading companies. This makes the work interesting for the students because these are real letters from real companies.

The second list, which follows, gives the names and addresses of the sources mentioned above.

2. NAMES AND ADDRESSES OF SOURCES

Following are sources from which the integrated projects and simulations listed above may be obtained.

Agency for Innovative Curriculum
58 Sylvan Avenue
Englewood Cliffs, NJ 07632

Career Publishing Sources
928 North Main Street
Orange, CA 92667

Gregg/McGraw Hill
680 Forrest Road, N.E.
Atlanta, GA 30312

Lenox, Incorporated
Trenton, NJ

Mafex Media Aids, Inc.
90 Cherry Street
Johnston, PA 15902

Science Research Associates
Order Department
259 East Erie Street
Chicago, IL 60611

Southern Bell
Your local office

South-Western Publishing
5101 Madison Road
Cincinnati, OH 45227

Three M
Clerical Operations
3-M Center 220-10w
St. Paul, MN 55101

Western Tape
2761 Marine Way
P. O. Box 69
Mountain View, CA 94042

The third list, which follows, gives additional sources of materials.

3. MISCELLANEOUS ADDITIONAL SOURCES OF MATERIALS

Following is a list of miscellaneous sources of materials that are available to business teachers to aid in the instruction of integrated business subjects.

Changing Times

Changing Times gives a teacher's guide, unit suggestions, and prints from which transparencies can be made and are available on several areas of consumer interest--taxes, insurance, etc. Materials are made to accompany monthly issues of Changing Times. Teacher materials are free, but he or she must purchase monthly subscriptions for students (8 per school year) at student rate. Write to: Changing Times, Editors' Park, MD 20782, for further information on teaching Changing Times in the classroom.

Also available are learning packets which include

filmstrips, cassettes, books, and simulation games on making career decisions, job decisions, purchasing, credit, money management, law, economics, insurance, and banking. Write to: Changing Times Education Services, Dept. RMCS, 1729 H. Street, N.W., Washington, D.C. 20006.

Consumer Reports

Consumer Reports includes teaching tools for Consumer Reports. Includes five lesson units each month to be used in one class period. Accompanies Consumer Reports magazine which must be purchased for each student at student rate for September-May. Complete student projects, new teaching ideas, and free teacher's copy of magazine included. Write to: Education Division of Consumers Union, Inc., 256 Washington St., Mount Vernon, NY 10550.

Cooperative Extension Services

Cooperative Extension Services (County Agricultural Agents)--resource persons for talks and demonstrations, plus leaflets and literature, on grooming, health, insurance, finances, etc.

Delta Pi Epsilon

Delta Pi Epsilon (Alpha Phi Chapter)--Programmed Learning for Consumer Education. Twelve units on different subjects each with a teacher's handbook. Must purchase all 12 units as one complete set. Published in 1970 by

Northern Illinois University. Write to: National Office, Delta Pi Epsilon, Inc., Gustavus Adolphus College, St. Peter, MN 56082.

ERIC

ERIC (Educational Resources Information Center)--A national information system for educators, etc. Collects, screens, organizes, and disseminates reports of educational importance--at a small cost to requester. Has decentralized centers in several areas of the United States. Materials for classroom teachers include "how-to" projects, research reports on different subject areas, and suggestions and outlines on courses and units of study in many academic and vocational areas. Write to: ERIC, Office of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202, for information and catalogues on materials available.

Federal Bureau of Investigation

Federal Bureau of Investigation--Speakers on jobs that are available with the FBI, along with pamphlets and brochures on the FBI, counterfeit money, etc. Contact through local offices usually located in county seats with offices in Federal buildings.

Federal Reserve Bank

Federal Reserve Bank--Booklet--Fundamental Facts About

United States Money--free of charge. Write to: Federal Reserve Bank of Atlanta, Research Department, Atlanta, GA 30303.

Guidance Associates

Guidance Associates--Filmstrips, cassettes, and tapes on many areas--Choosing Your Career, Jobs for High School Students, Our Money System, The Business of Banking, The Price of Credit, Buyer Beware, Your Personality, The You Others Know, You and The Law, etc. Write to: Guidance Associates, Harcourt, Brace, and World, Pleasantville, NY 10570.

Institute of Life Insurance

Institute of Life Insurance--Learning packets, booklets, filmstrips, etc. on consumer education, career information, and life and health insurance. Write to: Educational Services, Institute of Life Insurance, Health Insurance Institute, 277 Park Avenue, New York, NY 10010.

Internal Revenue Service

Internal Revenue Service--Teaching Taxes Unit. Unit includes student workbooks, teacher's guide, bulletin-board size forms for display, current year's directions for completing income tax forms; along with films on individual tax forms and taxes in general. Especially useful in

cooperative work programs where students can complete their own tax forms. In Florida, write to: Training Officer, Internal Revenue Service, P. O. Box 35045, Jacksonville, FL 32202. Or, call--1-800-342-8300.

J. C. Penny Company

J. C. Penny Company--Filmstrip and record on "Preparing for An Interview." Also other educational materials. Write to: Educational and Consumer Relations Department, J. C. Penny Company, 1301 Avenue of the Americas, New York, NY 10019.

Maas Brothers

Maas Brothers--Presentation by Clothing Coordinator on clothing and dress for students. Contact Personnel Office for name of this person.

Mary Kay Cosmetics

Mary Kay Cosmetics--Cosmetic talks and demonstrations for young men and women. Not listed in phone book since representatives change often. Call: Mary Kay Home Office--1-800-527-6270--Dallas, TX (toll free)--to obtain name of local representative.

Miscellaneous

Miscellaneous--Banks--resource persons and tours;

Beauty Shops--demonstrations and talks on hair care; Credit Bureaus--talks on use of credit and how credit bureaus work; Credit Unions--talks on functions and use of credit unions along with available films and literature.

In Alachua County contact Charter Bank; "The Mad Hacker" (beauty shop); Gainesville Credit Bureau (Mr. Ray Briel, President); and the University of Florida Campus Federal Credit Union (Mrs. Louise Hinton, Treasurer).

Money Management Institute

Money Management Institute--Materials include booklets and leaflets on money management along with teacher's guide for teaching money management. Also available are filmstrips, records, and cassettes on several money management areas--credit, shopping, financial goals, and savings and investment. Catalogue of materials available free. Write to: Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, IL 60601.

New York Stock Exchange

New York Stock Exchange--Packet of materials entitled "Portfolio of Teaching Aids" which accompanies the booklet "You and the Investment World." Free to teachers for classroom use. Write to: New York Stock Exchange, Wall Street, New York, NY.

River College

River College--"What Teenagers Should Know About the Stock Market and Investments," 182 pages; and "A Teacher's Ready-to-Use Packet of General Business Subjects Crossword Puzzles," 34 pages. Write to: River College, Trenton, NJ 08602.

School Boards

School Boards--Resource centers which have films and other media for teacher use, along with resource persons available to speak on several subject areas. Persons are also available to present in-service teacher training courses on classroom techniques and management.

In Alachua County (Florida) a book called "SHARE" has been prepared that gives resource persons available (townspeople) for talks to students in several subject areas. Areas covered include specific academic subject areas to cultural subjects and vocational career areas.

Sears

Sears--Resource persons available to speak on effective job interviewing along with presentations on the Sears organization and career opportunities with Sears. A teacher's guide and reprints on Our Economic System--You Make It Work (a continuing series in "Readers' Digest")

are also available. Contact: Personnel Department of local Sears store.

Also available is a "Catalogue of Learning Aids" which includes booklets and transparencies on credit, clothing, and purchasing. Write to: Consumer Information Services, Dept. 703, Sears, Roebuck and Company, Sears Tower, Chicago, IL 60684.

Southern Bell Telephone Company

Southern Bell Telephone Company--A speakers' bureau is available covering all areas of the phone company. Included are tours and illustrated talks (15-20 minutes in length) covering personality, job tips, communications, consumerism, etc. Given by various phone personnel. Also available for use is the Teletrainer Kit--a connected phone system that helps students train and develop proper telephone communications. Contact: Personnel Department (in Alachua County contact Mrs. Judy Boles).

An illustrated catalogue, "Films, Talks, and Teaching Aids," lists films, talks, and publications that are available from the phone company. Publications are available from the local phone office while films, covering several areas from telephone usage to computers, health, science, etc., are available from the Southern Bell Film Library, 2510 S.W. 3rd Avenue, Ft. Lauderdale, FL. Phone--1-800-432-7697.

United Transparencies, Inc.

United Transparencies, Inc.--Transparency sets (prices ranging from $20 to $250) on the following areas: Career Opportunities, Modern Office Procedures, Bookkeeping, Business Law, Principles of Business and Economics, Succeeding at Work, I Want a Job, Basics of Digital Computers, and What to Do with Money. Write to: United Transparencies, Inc., P. O. Box 688, Binghamton, NY 13902.

University of Florida Employment Service

University of Florida Employment Service--Will give the clerical and typing tests that are required for employment with the University to graduating students and others at your school. Contact: Personnel Department, HUB.

U. S. Government Printing Office

U. S. Government Printing Office--Twenty-three bookstores which have publications for sale on hundreds of subjects. Five of these bookstores are in Washington, D.C. The rest are in the following cities--check the phone book under "U. S. Government" and look for "Government Printing Office" or "Printing Office Bookstore": Atlanta, GA; Birmingham, AL; Boston, MA; Canton, OH; Chicago, IL; Cleveland, OH; Dallas, TX; Denver, CO; Detroit, MI; Jacksonville, FL; Kansas City, MO; Los Angeles, CA;

Milwaukee, WI; New York, NY; Philadelphia, PA; Pueblo, CO; San Francisco, CA; and Seattle, WA.

The fourth list, Publications, follows.

4. PUBLICATIONS

Following is a list of publications with which the teacher and administrator of integrated business programs should be familiar and through which additional information and materials may be obtained.

Balance Sheet

The Balance Sheet is published by South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227.

Business Education Forum

The Business Education Forum is published by the National Business Education Association, Dulles International Airport, P. O. Box 17402, Washington, D.C. 20041.

Business Education Index

The Business Education Index is published by Delta Pi Epsilon and is usually found in college libraries.

Business Education Journal

The Business Education Journal is published by the

Division of Business and Business Education, Kansas State Teacher's College, Emporia, KA 66801.

Business Education World

Business Education World is published by McGraw-Hill Publishing Company, 1221 Avenue of the Americas, New York, NY 10020.

Business Education Yearbook

The Business Education Yearbook is published by the National Business Education Association, Dulles International Airport, P. O. Box 17402, Washington, D.C. 20041.

Changing Times

Changing Times deals with the topic of consumer education. It is published by Changing Times, Editors' Park, MD 20782.

Consumer Reports

Consumer Reports deals with the topic of consumer education. It is published by Consumer Reports, Consumers Union of the United States, Inc., 256 Washington Street, Mount Vernon, NY 10550.

DE Today

DE Today is published by the Gregg Division, McGraw-

Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020.

Delta Pi Epsilon Journal

The Delta Pi Epsilon Journal is published by the Delta Pi Epsilon Fraternity, Gustavus Adolphus College, St. Peter, MN 56082.

Journal of Business Education

The Journal of Business Education is published by Robert C. Trethaway, 15 South Franklin Street, Wilkes-Barre, PA 18701.

The Secretary

The Secretary is published by the National Secretaries Association, Int., 616 East 63rd Street, Kansas City, MO 64110.

Today's Secretary

Today's Secretary is published by the Gregg Division, McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020.

Tomorrow's Business Leader

Tomorrow's Business Leader is published by Future Business Leaders of America--Phi Beta Lambda, Inc., Dulles

International Airport, P. O. Box 17417, Washington, D.C. 20041.

Typewriting News

Typewriting News is published by South-Western Publishing Company, 5101 Madison Road, Cincinnati, OH 45227.

This is the end of Section II. Section III, which follows, gives an annotated bibliography of selected articles and publications for the period 1970-1976 which emphasizes successful methods in the administration or teaching of integrated business subjects.

SECTION III. METHODS

This section of the report is devoted to published methods which teachers of integrated subjects across the nation have used and from which they have realized some measure of success. Two areas are included: A Selected Annotated Bibliography, 1970-1976, and Other Writings of Interest, 1970-1973.

1. A SELECTED ANNOTATED BIBLIOGRAPHY, 1970-1976

The following are brief summaries of articles concerning integration and simulation in business education block programs. These articles were selected from various periodicals which have been published since January, 1970.

Abbott, Barbara, et al. "The Determination of School Learnings Needed By Initial Office Workers; A Pilot Study." Journal of Business Education, 46 (January, 1971), pp. 159-163, and Journal of Business Education, 46 (February, 1971), pp. 203-205.

This two-part article resulted from a study conducted in a six-weeks seminar entitled "The NOBELS Project" (New Office and Business Education Learning System). The purpose was to consider what should be taught in the school based upon data collected by personal interview in business offices. Table I in the first part lists the tasks performed in the office; Table II, second part, lists those tasks that can be successfully taught in school.

Anderson, Charles A. "The Effectiveness of a Simulation Learning Game in Teaching Consumer Credit to Senior High School Students in Comparison to a Conventional Approach to Instruction." Business Education Forum, 25 (October, 1970), pp. 24-25.

This research was performed to determine whether a

simulation learning game is more effective than conventional classroom approaches in the learning of consumer credit. The simulation game, "Consumer," was used in the experiment.

Atwood, Illa W. "A Model Office the Easy Way." Business Education Forum, (October, 1972), pp. 60-62.

This article tells and shows how a simulation program can be set up realistically in any school. The program is designed to take place at the end of the practice course; contains good ideas.

Barger, Virginia. "Simulation Provides Better Preparation for Office Employment." Business Education Forum, 24 (February, 1970), pp. 14, 15.

Ms. Barger teaches high school students who are bussed from five high schools to the Southwest Missouri Area Vo-Tech School located in Neosha. She describes her class organization and her procedures in teaching office simulation (through the use of flow-chart of office operation), input and flow of transactions, and "debriefing" sessions.

Barrett, Charles F. "Integrating Data Processing with Accounting." Journal of Business Education, 46 (October, 1970), pp. 21-22.

Mr. Barrett is with Heald College of Business in San Francisco. However, his method of introducing students to the coded information used in data processing could also be utilized in high schools. By using a chart of accounts for a fictitious company, a list of approximately 100 coded transactions, and a chart of questions designed to help students learn the decoding process, he helps his students prepare for the computer age.

Bauer, Dennis E. "Shorthand and Simulation." Business Education Forum, 28 (October, 1973 - May, 1974), pp. 28-29.

A discussion of integrating shorthand into the office simulation program and some suggestions that can be used in simulated laboratories.

Baulch, Janet. "Simulation in Secondary School Business Law." Journal of Business Education, (May, 1976), pp. 366-368.

Discussion of how simulated trials can be used in the business law class. Students act as judges, clerks, attorneys, recorders, bailiffs, defendants, and jurors--bringing real life to the business law classroom.

Blockhus, Wanda. "Integrating Data Processing into the Office Procedures Class." Business Education World, 53 (March - April, 1973), pp. 22, 23.

Discussion of the effectiveness of integrating data processing in the office procedures class. Includes type of data that students can use and the specific objectives for developing integration in such a class.

Blanchard, Douglas. "Business Smorgasbord--Vocational Office Practice Style." Journal of Business Education. 46 (October, 1970), p. 40.

Mr. Blanchard relates his experiences in learning and teaching the many pieces of modern automated business equipment which he was fortunate enough to acquire. During demonstrations of the equipment, he noted the highly-motivated students who exhibited leadership qualities and assigned them as machine captains, thus providing individual help to more students. He formulated a program in which he introduced students to the machinery during first semester and then led them into machine specialization in the second semester.

Boothe, Phyllis D. "Student Involvement in Clerical Simulation." Business Education Forum, 30 (October, 1975), pp. 12-14.

Discussion of how 19 second-year clerical accounting students at Varia High School, Richmond, Virginia, became involved in a simulation program. Includes activities related to their co-op program.

Brophy, John W. "Supplement DE Instruction with Television Video Tape." Business Education Forum, 26 (November, 1971), pp. 49-51.

The author advocates the use of a video-tape recorder in DE classes for such things as sales presentations, etc. The students learn by watching themselves and noting their strong points and their weaknesses.

Bullard, W. Lee. "The Student Selection Myth in Cooperative Education." Business Education Forum, 26 (January, 1972), pp. 7-9.

Mr. Bullard, of Florida State University, discusses rewriting the guidelines for student selection in order that the disadvantaged student will not automatically be rejected as possible co-op material. He feels every student who wants cooperative training should be given every possible chance, and that aptitude and student test results should be used to match student and job rather than for screening purposes.

Bulls, Derrell. "A Normative Model for an Office Research Institute at Texas Tech University." Journal of Business Education, 48 (March, 1973), p. 261.

A research institute designed as a model office. Main use is to aid in the effectiveness of teaching methods and research or writing of the faculty. System referred to as "A Business Education Learning System."

Bux, William. "Entry-level Office Positions Require Education in Data Processing." Business Education Forum, 24 (March, 1970), pp. 18-20.

Mr. Bux states that technological advances require that data processing be included in the business curriculum offered in high schools. He gives guidelines for establishing a data processing curriculum and gives a generalized outline for a three-year program.

Church, Olive. "A Career-oriented Experimental Communications Unit." Business Education World, 56 (November-December, 1975), pp. 23, 28.

An experimental oral communications unit is used to expose students to experiences that they are likely to have on the job. Oral communication is a two-way street, paved with both speaking and listening techniques.

Church, Olive. "Career Cluster in Office Simulation." Journal of Business Education, 49 (February, 1974), pp. 188-190.

Project conducted in North Dakota creating simulated career-cluster office experience materials to be used in the classroom. Called the Occupational Model Plan.

Church, Olive. "Occupational Model Plan: An Office Education Instructional Mode." Delta Pi Epsilon Journal, 16 (May, 1974), pp. 19-26.

More in-depth discussion of Olive Church's Career Cluster Concept in office simulation. Project funded in North Dakota to develop, implement, and evaluate a versatile office simulation program which would meet the needs of secondary students.

Clemmer, David L. "Office Skills Survey." Balance Sheet, 54 (May, 1973), pp. 353-356.

An office practice class designs and implements a survey sent to employers of office workers.

Colvin, Ray. "Bookkeeping/Accounting Job Stations in an Office Simulation Setting." Business Education Forum, 30 (March, 1976), pp. 25-30.

Discussion of the need to continue and expand basic accounting methods by incorporating bookkeeping/ accounting job stations in an office simulation setting.

Conover, Hobart H. "Focus on Business Classroom and Laboratory Equipment." Business Education Forum, 26 (January, 1972), p. 13.

This article lists five major points for consideration when selecting equipment for the business classroom and laboratory.

Cooke, Betty. "Teaching Via Simulation." Business Education Forum, (January, 1973), pp. 48-49.

A brief explanation of a simulated office curriculum used in cooperative office education related class.

The classroom is a stage to learn more than just skills.

Cress, Elizabeth. "Developing Guidelines for Integrated Office Procedures." Business Education Forum, 25 (March, 1971), pp. 26-27.

Ms. Cress, a teacher at Clinton Senior High School, Clinton, TN, describes the procedures she uses in assimilating projects which require students to utilize all the skills they have learned in filing, duplicating, composition, typing, etc., in one assignment.

Duvall, Charles R. and Wayne J. Krepel. "Using the Video Transcription Recorder for Simulated Job Interviews." Business Education World, 54 (January - February, 1974), p. 31.

Authors discuss the use of videotaping equipment for job interviews. Presentations of different techniques which can be used in preparing students for interviews.

Dye, Charles F. "Teach Taxes as They Really Are." Journal of Business Education, 46 (October, 1970), pp. 23-24.

Because any topic over one-year old is outdated insofar as taxes are concerned, the author suggests that the teacher use the booklet, "Circular E--Employer's Tax Guide," available free from the Social Security Office, and the Teaching Taxes publication from Internal Revenue Service when teaching a unit on taxes, payroll computations, and budgeting.

Franklin, Marion. "Variety is the Spice of Shorthand," Journal of Business Education, 51 (February, 1976), pp. 242-243.

This article discusses teaching patterns that can be used in the shorthand classroom to promote student interest and enthusiasm.

Fuller, Marietta Cain. "Small Schools Can Initiate Business Education." Journal of Business Education, 46 (December, 1970), pp. 96, 97.

A teacher from a small high school in the mid-west describes how she trained her business students to enter the business field by using minimum dollars and maximum ingenuity.

Funk, Beverly M. "A Blueprint for Successful Simulation." Business Education Forum, 24 (February, 1970), pp. 21-23.

The author, a teacher in Mountlake Terrace High School, Mountlake Terrace, Washington, discusses the procedures and guidelines for establishing an office simulation program for a complete school term.

Furjanic, Sheila Whitney. "Simulations and Games: One Answer for General Business." Business Education World, 56 (November - December, 1975), pp. 5-8.

Article discusses different ways through games and simulations to make the classroom more exciting, thus creating a favorable attitude toward the subject for the students. Also gives suggestions.

Gentzel, W. Eugene. "An Overview of Office Simulation," Balance Sheet, 55-56 (November, 1973), pp. 104, 106.

Discussion of the different types of office simulation and how office simulation serves as a transition between the classroom and the real office job. Also discusses and gives suggestions for the development of a simulation program.

Goldstein, Harold. "America's Manpower Needs for the Seventies--Clues to the Tasks Ahead for Vocational Education." American Vocational Journal, 46 (April, 1971), pp. 18-25.

Mr. Goldstein was the Assistant Commissioner of Manpower and Employment Statistics, Bureau of Labor Statistics, U. S. Department of Labor. The article is an accumulation of data regarding the kinds of workers that will be needed in 1980, the industries in which they will be needed, changes in job requirements, changes in the working population--age, color, sex, educational background.

Gordinier, Patricia. "Monopoly in Business Class." Balance Sheet, 54 (May, 1973), p. 340.

Innovative idea of adapting the monopoly game for use in business law or general business class. Students made contracts, partnerships, franchises, wills, etc., that could be adapted to other classes.

Grieshop, Sister Mary Xavier. "Creative and Challenging Clerical Office Practice." Business Education Forum, 29 (October, 1974), pp. 21-25.

Description of unit set-ups for subjects, using instructional packets. Incorporation of creative ideas in preparing students for the job world after graduation.

Gupta, Vinay K. "Business Games." Journal of Business Education, 47 (April, 1972), pp. 276-277.

The author advocates the use of games in the classroom for conceptual learning and for the development of problem-solving and decision-making skills. A short list of games, their sources and descriptions is included.

Gust, Dale D. "The Unit Concept of the Emerging Office." Business Education Forum, 26 (January, 1972), pp. 3-7.

Presents a mini-unit prepared for student and teacher-testing, together with guidelines for developing and sequencing performance goals. Gives sample "General Instruction Plan" and sample unit; lists five specific performance goals, with a flow-chart showing the performance goal sequencing pattern.

Hanley, Mary Lou and Gloria Wilson. "A Golf Tournament in Typing Class." Business Education World, 56 (November - December, 1975), p. 32.

Gives the procedure of a golf tournament in typing classes. This game helps typing students increase their production skills through self-competition and competition with fellow students.

Hanson, Robert D. "An Integrated Approach to Teaching Data Processing and Bookkeeping/Accounting." Business

Education Forum, 25 (March, 1971), pp. 24-26.

Mr. Hanson feels that a prospective bookkeeper or accountant cannot take his place in today's business world unless he is adequately prepared to understand and accept data processing fundamentals and techniques. The article includes an outline for a unit (of approximately two weeks) to facilitate integration and/or comparison of manual and automated bookkeeping methods after students understand the basic bookkeeping and accounting cycle.

Hayes, Carolyn K., Dorothy K. Matics, and Lorraine Ganz. "Outline for Teaching the Key Punch." Journal of Business Education, 45 (February, 1970), pp. 206-207.

This article consists mainly of an outline, in eleven sections, for teaching key punch by either of three methods: (1) with appropriate equipment for "hands on" learning, (2) through the simulation method (using IBM Selectric Typewriter, the SCM Key Punch Trainer, or the Royal Typewriter with attachment), and (3) solely by theory presentation. A list of available films, filmstrips, and film activities are included.

Hedley, Martha. "Office Procedures and Communications: An Integrated Approach." Business Education World, 53 (March - April, 1973), pp. 7-8.

A course outline developed to cover areas of basic English review, written communications, and oral communications for an office procedures course. Course projection--the necessity of the "seven C's" of communication.

Hephner, Thomas. "Programmed Learning for Distributive Education." Business Education Forum, 26 (January, 1972), pp. 43-44.

More effective teaching in Distributive Education can be accomplished through programmed learning programs. A program of learning for each occupation can be created through the use of "paradigms." Linear, or extrinsic, paradigms and branched (intrinsic) paradigms are explained.

Hodges, Gail. "'On-the-Job Training' in the Classroom," Business Education World, 52 (January - February, 1972), pp. 18, 19.

The author is an editorial consultant for Gregg/McGraw Hill. This article describes the Gregg OJT (Office Job Training) Program which consists of 15 individual job-training sequences. The jobs were identified as the most common entry-level, limited-function office jobs available across the country. The program can be used prior to entry of a block program and/or in schools that have no co-op programs.

Houstman, James. "Attitude--Key to Business Employability." Journal of Business Education, (April, 1976), p. 174.

Discussion of how business education teachers can develop good work attitudes and habits in their clerical students. This article lists various suggestions that can be applied.

Howitz, Ruth K. "The Effectiveness of the Simulated Office: A Comparative Analysis." The Journal of Business Education, 49 (April, 1974), p. 298.

The results of an Ed.D. study in Philadelphia...compares the effectiveness of the high school simulated office with the traditional office practice class according to office employment expectation, clerical ability, job satisfaction, and job performance. Also compares the effects on different races and different majors.

Jalowsky, Toby D. "The Model Office in an MDT Skill Center." Business Education Forum, 26 (October, 1971), pp. 63-64.

The author is an instructor at the MDT Skill Center in Phoenix, Arizona, which was established through guidelines of the Manpower Development and Training Act of 1962. The center accepts students who are unemployed or underemployed. The model office, called "Kachina Toys, Inc.," is designed as a laboratory to provide the student with the opportunity to apply previously learned skills and knowledges essential to successful office operations.

Jalowsky, Toby D. and Terry M. Frame. "The Word Processing Center and its Effect on Office Education." Business Education World, 54 (May - June, 1974), pp. 14-15.

Article discusses word processing and why office education teachers should provide students with an orientation, in advance, to the underlying principles upon which the system operates.

Jones, Adaline. "Evaluating the Office Laboratory," Balance Sheet, 55-56 (October, 1973), pp. 62-63.

Data-gathering procedures, devices, testing, etc., that can be used for evaluation of projects in the intensive office laboratory, which are simulations of real positions in real business.

Kagerer, Rudolph L. "Business Training Outside the Classroom." Journal of Business Education, (November, 1973), pp. 71-72.

This article discusses a method that was devised to bridge the gap between students and work. Students serve as consultants to local small businessmen. It also increased the student's knowledge, put him in a real situation, and served as a service to the community. (Aimed for teachers of college-level business students.)

Katzen, Harry Jr. "Using the Computer to Augment the Educational Process." Business Education World, 56 (September - October, 1975), pp. 24-25.

This article demonstrates how the effective use of examples in computer instruction can facilitate student-learning of the BASIC language and, thereby, enhance the educational process.

Kingston, Carmela C. "A Study of the Status and Effectiveness of Cooperative Education in New Jersey, 1968-1969." Journal of Business Education, (January, 1972), p. 165.

Data were collected from a large number of high school principals, coordinators, employers, and students involved in COE programs in New Jersey. Findings pertaining to job information and satisfaction were based

on data collected from 237 COE graduates and 248 non-COE graduates. Findings pertaining to job performance were based on ratings of employees by job supervisors of 186 COE graduates and 200 non-COE graduates.

Knauer, Virginia H. "Consumer Education in the Business Program." Business Education Forum, 25 (March, 1971), pp. 8-10.

Ms. Knauer, Special Assistant to the President for Consumer Affairs (1971), Washington, D.C., discusses the need for consumer education in high schools and lists four interrelated concepts which should be involved in teaching consumer education.

Kushner, Cheryl. "Pupils Gain Experience in Banking." Orlando Sentinel, April 18, 1976, Section B, page 1.

An elementary school organized a bank to handle money-raising projects. Students were allowed to keep half the amount of money they collected from labels, newspapers, and cans. Could be adapted for high school.

Lee, John. "Changing the Structure of Business Education with Simulated Environments." Business Education Forum, 25 (November, 1970), pp. 35-36.

Mr. Lee, of the Indiana State Department of Education, discusses the structure of business education through the laboratory approach to prepare the person as an individual with the abilities that he possesses--"... for we are now being required to develop a full individual and not a machine."

Lenhoff, Lillian. "'To Tell the Truth' About Job Interviews." Business Education World, 56 (November - December, 1975), p. 32.

A game developed at Hillsborough High School, Tampa, Florida, to train potential cooperative business education (CBE) students how to conduct themselves during a job interview.

Levin, Herbert A. "Education of Clerical Employees." Journal of Business Education, (December, 1974), pp. 105-106.

Program designed to integrate clerical skills, with the use of individualized learning packets and multi-media. Units include: communication, payroll, accounts payable and receivable, cashier, stock control, sales, typewriting, etc.

Lightner, Ardyce. "Providing Job-Oriented Instruction in Block-Time Programs." Journal of Business Education, 47 (December, 1971), p. 96.

Ideas on how to design your own simulations. You can observe an office situation carefully or use recent personal experience. Provides a good outline to follow.

Lloyd, Alan C. "Work-Games for Typists: Fun with a Purpose." Business Education World, 56 (November - December, 1975), pp. 12-13.

Discussion of how work-games can be incorporated into typing class. Work-games are exercises, drills, or other forms of purposeful practice conducted in a competitive framework. Some of the games discussed are: baseball, basketball, hockey, lacrosse, soccer, and bowling.

Luke, Cheryl M. "Criteria for the Evaluation of the Office Production Laboratory at the Secondary School Level." Journal of Business Education, 49 (April, 1974), pp. 298-299.

Problem: development of a set of criteria to be used in evaluation of an office production laboratory. An in-school relevant work-experience course in the office occupations at the secondary school level.

Lynch, Claire. "Ohio Program Brings the Office to the Student." Business Education Forum, 24 (February, 1970), pp. 16, 17.

Ms. Lynch is the instructor of an IOE (Intensive

Office Education) class in Ansonia High School, Ansonio, Ohio. IOE is a five-period block program where students work in an office atmosphere--complete with paycheck. Incentives include a raise at the end of each grading period if they make an A or B and a warning if they make a D.

Matsuyama, Janet. "Visual Training for Secretaries." Journal of Business Education, (January, 1974), pp. 143-144.

A course developed at Fullerton College in California called "Graphic Communications." This course was developed for secretarial and office procedures majors and includes printing lay-out and design, photo-direct platemaking, offset reproduction, color, personal projects, visual aids, types of lettering, enlarging pictures, etc.

McKitrick, Max O. "Using Cases and Games to Motivate Basic Business and Consumer Education Students." Business Education World, 56 (November - December, 1975), pp. 19, 25.

This article is intended to help the teacher identify the major types of cases, to become familiar with the use of games, and to locate those materials which have been used successfully by high school teachers.

McMurtry, David C. "The Modern Office Concept Molds Program." Business Education Forum, 26 (February, 1972), pp. 14-16.

The author discusses the desirable concept of an office which he feels office practice students should obtain and suggests activities through which they may learn these concepts.

Mosick, Doris. "FLAIR: A Simulation Based on a Real Buying Office." Journal of Business Education, 49 (May, 1974), pp. 318-320.

FLAIR--Simulated Buying Office. This study was conducted in Torrance, California. The model office is used for development of skills, opportunity for job experience, interpersonal characteristics, etc.

Myers, Mary Lou and June M. Gaare. "An Employment Project Pays Off." Business Education Forum, 25 (October, 1970), pp. 55-56.

The authors are instructors at Tempe High School, Tempe, Arizona. They describe their procedures in beginning a CBE program. They began with a one-day "work experience day." The next year, it was expanded to a "work-experience week" during which time students performed "on the job." The following year, when the CBE program was instituted, the teachers selected an employer base from those who participated in prior years.

Nagle, Kathy. "Behavioral Objectives in Distributive Education." Journal of Business Education, 47 (December, 1971), pp. 109-110.

The author describes and lists examples of behavioral objectives for Distributive Education which are constructed realistically by setting goals in line with the skills students should acquire.

Nelson, Frank E. "Simulation and the Total Office Worker." Business Education Forum, 28 (March, 1974), pp. 32-34.

Discussion of the high school graduate and the difficulties they face when making the transition from the classroom to the job after going through the office education program. Study conducted in Utah to evaluate the effectiveness of traditional methods of teaching office practice and the simulation method.

Olsen, Melton C. "Basic Principles in Equipment Selection," Business Education Forum, 26 (January, 1972), p. 14.

Discusses the selection of equipment through establishment of priorities in equipment needed; lists specifications of numbers of equipments items, costs, etc.

Pactor, Paul. "The Key Punch Simulator--Fact or Fiction." Journal of Business Education, 46 (December, 1970), pp. 101-102.

Mr. Pactor, of the Bureau of Business Education, City of New York, describes an economical and efficient approach to teaching key punch through the use of one key-punch machine and two key-punch simulators.

Pender, Albert R. "Selection and Placement of Students in Cooperative Programs." Business Education Forum, 24 (April, 1970), pp. 21-22.

Mr. Pender describes the qualifications that he feels each student should possess prior to acceptance in a cooperative program. Among these qualifications are: interests, aptitude, ability, scholastic average, attendance, appearance, and a compatible personality.

Perkins, Wilmert E. "The Development and Evaluation of Programmed Punctuation Materials for Secondary School Transcription Classes." Journal of Business Education, 47 (January, 1972), pp. 164-165.

This is a summary of a doctoral study in which was developed a self-instructional package of basic punctuation rules used in typical business correspondence. The purpose was to provide students with a six-hour review of 27 high-frequency rules of punctuation and their application to business writing.

Persson, Leonard N. "Integrating the Computer into Basic Business Courses." Journal of Business Education, (March, 1976), pp. 277-280.

Exposing the student to the use of computers in a Basic Business course. Also gives example of how data is computed.

Poland, Robert. "Typewriting Instruction in a Simulated Office Class." Business Education Forum, 26 (January, 1972), pp. 35-36.

Describes the three stages of typewriting instruction in a simulation office class: (1) remedial and skill development, (2) task simulation, and (3) job simulation. Student is aware that whatever he learns, practices, and executes in typewriting is meaningful in terms of actual job situations.

Poland, Robert. "Various Types of Simulated Office Programs." Business Education Forum, 27 (May, 1973), pp. 22-24.

This article discusses Office Simulation and its effect

in the classroom. Discusses the four basic models from which an office education teacher may develop a simulated office program.

Powell, Merton E. "The Modern Automated Word Processing System--Its Implications for Changes in the Curriculum for Business and Office Education." Journal of Business Education, 51 (March, 1976), p. 288.

Purpose of study was to determine the impact of automated word processing on secretarial curricula.

Prigge, Lila L. "Specialized Programs in Office Occupations." Journal of Business Education, 51 (April, 1976), pp. 311-313.

Discussion of twelve specialized occupation programs offered at a Vocational Tech Institute in White Bear Lake, Minnesota. Courses set up individually, to meet their needs and backgrounds.

Putnum, Mary K. "Good Grooming and the Business Office." Balance Sheet, 52 (May, 1971), pp. 348-349.

Miss Putnum, a teacher at the Tonawanda High School, Tonawanda, NY, had her secretarial students compose and type letters to area businessmen inquiring about their dress code. Replies were received, read to the class, and discussed. The survey had many advantages over the typical classroom approach.

Quible, Zane K. "Instructional Strategies of the Office Block Program." Business Education Forum, 29 (Fall, 1975), pp. 14-16.

A view at some of the instructional strategies that may be incorporated in an office block program. Discussion of simulation and how it is used in a classroom.

Radcliff, Bill. "Selecting Students for Cooperative Office Education." Journal of Business Education, 45 (February, 1970), p. 205.

The author describes the sequence of events that should take place in student selection for a COE (or CBE)

program. He begins selection processes with evaluation of school and community policies and opportunities, then proceeds to the requirements of and benefits to the students involved in the program. He suggests that all teachers in the department participate in the final selection decision.

Redington, Randall, Jr. "Public Relations in Distributive Education." Balance Sheet, 53 (September, 1971), pp. 18-20.

A guide for the teacher coordinator of distributive education programs in establishing objectives and public-relations programs in order to establish and maintain a successful DE program. The "publics" the teacher-coordinator should attempt to reach are: (1) school faculty and administrators, (2) local businessmen, and (3) local community.

Roe, Robert G. "The Office as an Organizational Entity." Business Education Forum, 28 (February, 1974), pp. 13-15.

Discussion of the different aspects of an office, such as management, intersystems relations, and organization effectiveness that should be taught in the classroom.

Ruhl, Carol Lynne. "Adaptations to the Lester Hill Model Office Simulation Made from 1971-1973." Journal of Business Education, 49 (May, 1974), p. 344.

Short article discussing the Lester Hill model office simulation program in Pennsylvania, Ohio, and West Virginia. Gives some opinions of how these schools felt about the program.

Ruhl, Carol Lynne. "A Simulation Recipe." Balance Sheet, (March, 1974), p. 255.

This article gives a Typewriting II simulation program in the form of a "recipe." The author gives the recipe and them, step-by-step, goes into detail as to how each would operate.

Sabin, William. "Backwards Look at Future Curriculum for Office Ed." Business Education World, (January - Feburary, 1973).

A good look at planning an office education program. Includes simulation and integrated projects. Easy to follow.

Sawaia, Josephine. "Block-Time Approach Meets Students' Needs." Business Education Forum, 24 (February, 1970), pp. 10-12.

Ms. Sawaia teaches VOE in Scottsdale (Arizona) High School. Her secretarial program participated in the Michigan State University Research and Development Program in Vocational Office Education. She describes her program organization, the common learnings, organization for individual instruction, and role-playing as performed in her two-hour block program for senior students.

Schmidt, B. June. "The Effectiveness of the Stenographic Block Program." Business Education Forum, (March, 1975), pp. 13-15.

The results of a survey in Virginia comparing stenographic block program preparation and traditional program based upon employment preparation, on-the-job requirements, and job performance.

Selden, William. "Equipment for Business Classrooms and Labs." Business Education Forum, 26 (January, 1972), pp. 16-31.

An extensive list of office equipment and furniture with a description of the items and the name and address of the manufacturer.

Sholts, Jean. "Supervision of Students in Cooperative Programs." Business Education Forum, 26 (May, 1972), pp. 36-37.

Ms. Sholts outlines supervisory duties of a coordinator, beginning with those duties associated with the prospective student and ending with the five-year follow-up study. She classifies the major duties as:

(1) preclassroom supervision, (2) classroom supervision, and (3) on-the-job supervision.

Smith, Genevieve. "The Mini-Company, a New Approach to Office Education." Journal of Business Education, 49 (November, 1973), pp. 54-56.

The mini-company is an organization in miniature which functions within the classroom to provide instruction and on-the-job experience at the same time.

Smith, Virginia. "Communications Unlimited Simulation." Journal of Business Education, 48 (April, 1973), pp. 287-290.

Communications Unlimited is a type of office simulation course where the use of the telephone is the main objective.

Spring, Marietta. "Developing a Data Processing Unit for Office Practice." Journal of Business Education, 46 (February, 1971), pp. 193-194.

Ms. Spring designed a unit emphasizing card punch data processing for inclusion in a secretarial practice course so that students could become acquainted with terminology and the processing system prior to entering the business field. (Although her unit was designed for post-secondary students, it could be used for high school classes.) The course can be taught with or without the use of a card-punch machine.

Sullivan, Pat. "Integrating Special Needs Students into the Office Block Program." Business Education World, 55 (May - June, 1975), pp. 22-23.

Vocational Education programs designed to include those students who have special needs to acquire the skills necessary for entry-level employment in office occupations. Includes students who are mentally, emotionally, physically, financially, or socially disadvantaged.

"Teachers Gain Sound Experience in Newspaper Retail Advertising." American Vocational Journal, 46 (December, 1971), p. 54.

A workshop was conducted by the Phoenix (Arizona) Republic and Gazette to teach the teachers of DE programs the basics of newspaper retail advertising so that they might pass the training on to their students. The workshop was held in eight meetings of two hours each; in the final two meetings the teachers were required to do their own layout, etc. The program was heralded as very successful.

Thomas, Edward G. "A Comparative Study of Three Approaches to Teaching Office Practice at the Secondary Level." The Journal of Business Education, (November, 1974), p. 80.

Results of a study comparing (1) simulated office approach, (2) cooperative arrangement, and (3) model office. Informative for deciding which program to initiate.

Tilton, Rita Sloan. "The Block-Time Teacher is a Manager." Journal of Business Education, (January, 1976), pp. 162-164.

This article discusses the teacher and her role as being similar to that of a manager in teaching Business Education courses. MBO (Management by Objectives) is also discussed.

Tronsue, Mary E. "How to Get Your Office Education Program Funded." American Vocational Journal, 47 (September, 1972), pp. 60-61.

Dr. Tronsue, director of Vocational Education for Anne Arundel County, MD, relates the methods she used in collecting data. The data were used as justification for federal funding but also had many other uses, such as changes needed in teaching methodology, effectiveness of programs, and determination of employment needs.

Twing, Joyce. "Ten Ways to Bring the Business World Into Your Classroom." Business Education World, 56 (May - June, 1976), pp. 29-30.

This article discusses ten suggestions and ideas that a teacher may use in his Business Education classroom

for making it more realistic to the real business office. Included are such things as: interrupting a student while he is working, teaching students to work under pressure, etc.

Walczak, Al. "Earn as You Learn--A New Approach." Business Education Forum, 26 (April, 1972), pp. 48-49.

The author describes the approach to teaching social skills used by the Linn-Benton Community College, Albany, Oregon. The program is an Organizational Work Experience Program in the form of a corporation operated solely by the students, with guidance from a faculty Board of Directors. The purpose is to place students with local businesses for a limited number of hours per week. In return for their services, the businesses pay the school in the form of a grant. These funds are applied toward tuition for the students involved; earnings are used, also, in computing grades.

Watson, Evelyn B. "Evaluating Cooperative Students." Journal of Business Education, 45 (March, 1970), pp. 262-263.

Ms. Watson describes her "cut-and-dried" method for evaluating cooperative students in order to assign the "fair" grade to the related class and their work experience. An example of the evaluation sheet used by employers is shown; it is used in assigning a letter grade to the work experience segment of the program.

Welch, Della Mae. "A Guide to Teaching Consumer Credit to High School Business Students." Business Education Forum, 26 (October, 1971), p. 56.

Purpose of this study was to provide teaching methods and materials which can be used for consumer credit education in general business, business law, bookkeeping, business mathematics, etc. An extensive bibliography was prepared. (Copy of study can be obtained through the library of California State College, Los Angeles.)

Wingo, Rosetta. "Simulation with Movement." The Balance Sheet, 53 (September, 1971), pp. 10-12.

Dr. Wingo describes office simulation as the "next best thing" to actual on-the-job training. She discusses the classroom instruction necessary prior to beginning a simulation unit. She plans for total involvement with office movement, work flow, interaction between and interdependency among people in a business and social way, and with an interchange between office personnel and persons outside the business.

Worthington, Robert M. "Curriculum Development in Business and Office Education." Business Education Forum, 28 (November, 1973), pp. 10-12.

This article was given as the Keynote Address at the National Symposium for Business and Office Education Curriculum Guidelines, held in Denver, Colorado, September 23-26, 1973. The author speaks on career education, importance of business and office education, curriculum development, etc.

Yaegel, John S. "The 'Study' Part of a Work Study Program." Journal of Business Education, (January, 1975), pp. 151-153.

Discussion of how the study part of a work study program can be improved and how these improvements are an actual advantage to the student.

2. OTHER WRITINGS OF INTEREST, 1970-1973

Doctoral Dissertations-- Integration of Subject Matter

Bell, Betty R. The Development of Economic Concepts in the Middle School Typewriting Class, Arizona State University, 113 pages, 1972.

Byford, David L. An Investigation of Language-Drill Effectiveness in Second-Semester Typewriting at the Secondary Level, University of Houston, 127 pages, 1971.

Gladis, Sister P. The Influence of Typewriting on Selected Language Arts Skills and Motor Development of the Educable Mentally Handicapped, University of North Dakota, 1970.

Hartman, Walter M. The Preparation and Tryout of Materials for a Combination Beginning Shorthand-Typing Class, University of Northern Colorado, 413 pages, 1970.

Page, Charles W. Teaching Business Arithmetic and Calculators as an Integrated Subject, University of Northern Colorado, 97 pages, 1970.

Quinn, Mildred H. A Study of the Teaching of Business Arithmetic and Clerical Office Machines (Calculators) as a Combined Course, University of Kentucky, 94 pages, 1973.

Reardon, John F. A Discriminative Study of the Factors Which Are Offered as Reasons for the Exclusion of Electronic Data Processing from Collegiate Accounting Courses, Temple University, 201 pages, 1971.

SUMMARY

This report has pulled together a history, materials available, and successful methods for those who are responsible for integrated business programs. Teachers and administrators should find this information useful in the preparation for, or teaching of, block-time programs.

BIBLIOGRAPHY

(Note: This Bibliography includes references which were used in preparing this report but were not listed in the Annotated Bibliography, or elsewhere in this report.)

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